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FINAL REPORT OF THE PILOT ELEMENTARY SCHOOL GUIDANCE PROJECT IN THE BEREA CITY SCHOOL DISTRICT, 1966-67.

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WORKING TO PROVIDE EVERY CHILD WITH EFFECTIVE GUIDANCE THROUGH A TEAM (WHOSE FOCAL POINT WAS THE TEACHER), THE GUIDANCE ASSISTANT IN THIS PROJECT OFFERED THE FOLLOWING SERVICES--(1) PROVIDED TEACHERS WITH METHODS FOR CONTINUOUS GUIDANCE WITHIN THE CLASSROOM THROUGH INSERVICE TECHNIQUES AND CONFERENCES, (2) SERVED AS A CONSULTANT TO THE FACULTY, PARENTS, AND ADMINISTRATORS, (3) PROVIDED INDIVIDUAL AND GROUP COUNSELING FOR STUDENTS NEEDING SPECIAL HELP, (4) SERVED AS A SOURCE OF INFORMATION ON PUPILS RECEIVING INDIVIDUAL AND GROUP COUNSELING, AND (5) SERVED AS A COORDINATOR BETWEEN FACULTY, PARENTS, AND OTHER PUPIL PERSONNEL SPECIALISTS. VARIOUS EVALUATIVE TECHNIQUES AND METHODS WERE USED TO ANSWER SPECIFIC QUESTIONS ABOUT PERCEPTIONS OF THE COUNSELOR'S ROLE BY TEACHERS AND A GUIDANCE ADVISORY COMMITTEE, THE EFFECTIVENESS OF INDIVIDUAL AND GROUP COUNSELING, COUNSELOR INVOLVEMENT IN PARENT-TEACHER CONFERENCES, AND THE VALUE OF INSERVICE WORK IN GUIDANCE PRACTICES FOR TEACHERS. OVERALL EVALUATION OF THE PROJECT WAS POSITIVE. CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE PROGRAMS, AS WELL AS COPIES OF INSTRUMENTS AND FORMS USED, ARE INCLUDED. (SK)

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BEREA CITY SCHOOL DISTRICT

390 FAIR STREET

BEREA, OHIO

REPORT OF THE PILOT ELEMENTARY SCHOOL GUIDANCE PROJECT

for

1966 - 67

Project Approved by:
Ohio Department of Education
Division of Guidance and Testing
Under NDEA Title V-A

CG 000 412

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PILOT ELEMENTARY SCHOOL GUIDANCE PROJECT
IN THE BEREA CITY SCHOOL DISTRICT
1966-67

SUBMITTED TO THE
DIVISION OF GUIDANCE AND TESTING
STATE DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

Paul C. Gallaher, Superintendent
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Joseph Kornick, Coordinator Pupil Personnel
(Project Director)
William T. Hansen, Guidance Assistant

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FOREWARD

The education of children has been a major concern of every civilization. But in future years, as people look back, they may well characterize our times as marked by unusual interest in children. Probably at no other period have so many adults recognized that the events of childhood determine each person's future and consequently the destiny of the nation. Parents, teachers, and other citizens, therefore, are joining efforts to insure that today's schools are places where children can learn and grow to their best advantage. Planning in each classroom is based upon steadily increasing knowledge about children.

Consequently, this report represents the findings and the recommendations of the evaluation of the Berea City School Districts' Experimental Elementary School Guidance Project, which was conducted under the Ohio Department of Education, Division of Guidance and Testing, and with National Defense Education Act support.

The importance of this report is not in the chronological listing of sequences that led to approval and operation of the elementary guidance project, but rather in the actual description of guidance activities for boys and girls and their worth toward the total education of each elementary school child.

Mr. Joseph Kornick's and Mr. William Hansen's report will be of major value to others who will design and implement guidance projects at the elementary school level.

The actual operation of this experimental elementary guidance project was unquestionably a successful operation. Its success was due to the excellent support of the principal and faculty of the Brookpark Memorial Elementary School, and especially the superior work of Mr. Joseph Kornick and Mr. William Hansen.

Dean Kelly
Assistant Superintendent
Berea City Schools.

CHAPTER I

SYNOPOSIS OF PROJECT PROPOSAL

Under the provisions of the National Defense Education Act, Title V, Elementary School Guidance, the Berea City School District on July 14, 1966, submitted an application for a pilot elementary guidance project for the 1966-67 school year to the Division of Guidance and Testing, State Department of Education.

Approval of both the proposed project and 50% reimbursement of the total project budget of $12,335.43 was received from the Division of Guidance and Testing, on July 25, 1967.

A synopsis of the approved proposal is presented below:

I. The Local Situation

A. The Berea City School District, which includes - Berea, Brook Park, Middleburg Heights, Riveredge Township, part of Cleveland, and part of Westview - contains approximately 21 square miles and is located 13 miles southwest of Cleveland. The school district has sixteen elementary schools, three junior high schools, two senior high schools and a central administration building.

The Brook Park area has experienced tremendous growth during the past seven years. It has been the fastest growing area in the state of Ohio, and according to the last census, it had the highest birthrate of any city in Ohio. In 1950 the total population of Brook Park was 2,606 and by 1960 the total population had risen to 12,856 with the ratio of 4.16 persons per single family unit. The regional planning commission estimate for Brook Park in 1970 is 31,500 persons living in approximately 9000 family units.

The Berea City School District has a number of elementary schools with an enrollment of 900 or more pupils. Rapid increase of enrollment, limited availability of land, and other associated problems have resulted in the expansion of Brookpark Memorial School to house approximately 1600 pupils. With the beginning of the 1966-67 school year, the Brookpark Memorial building, equivalent in size to three typical elementary schools, will have at least 55 classrooms with supporting auxiliary facilities.

Data from previous years show that there has been a great number of psychological, speech and hearing, and medical referrals. Last year, for example, there were 51 psychological and 54 speech and hearing referrals. In addition, there were approximately 30 students in the speech therapy classes and another 30 students on the waiting list.

On the Stanford Achievement Test administered to all first graders, the children at Brookpark Memorial School fell at the 18th percentile in Word Reading and 12th percentile in Paragraph Meaning. In other words, over 80% of the students in the national normative group did better than 50% of the children in the Brookpark building.

B. In the Fall of 1965, a committee was selected to ascertain what might be the very best organizational pattern with such a large elementary school building. This resulted in the following committee recommendations:

1. The Principal was identified as the administrative head and the instructional leader.

2. The Instructional Assistant was identified as the individual who would assist teachers in curriculum organizational problems, etc.

3. The Elementary Guidance Assistant was identified as the individual who would assist the staff in providing for educational, vocational, and personal growth experiences for the child.

The assignment of an elementary guidance counselor to this large elementary building may help determine feasible patterns and functions of an elementary guidance program for other large elementary buildings within our school district as well as for other school districts throughout the state of Ohio.

II. PURPOSES OR OBJECTIVES

A. Actualization of a plan for a pilot elementary guidance program.

1. Outline overall program goals with the assistance of the Coordinator of Pupil Personnel Services and consultants.

2. Employ an elementary guidance counselor.
3. Delineate the role and functions of the elementary guidance counselor.
4. Formulate an elementary guidance advisory committee.
5. Develop elementary guidance services specifically for one elementary school building with a population of approximately 1600 students and 55 teachers.
6. Develop a plan for evaluating the pilot elementary guidance program.
7. Develop a system of accurate record keeping of all planning and all services rendered in the pilot elementary guidance program.
8. Submit a Summary Report of the pilot elementary guidance project at the end of the first year to the Superintendent and to the State Department of Education.

B. Implementation of the pilot elementary guidance project through services.

a. Pre-planning of the pilot elementary guidance project will involve: The assistant superintendent, coordinator of pupil personnel services, elementary guidance counselor, elementary school building principal, and consultants such as the psychologist serving the elementary school building.

C. <u>Specific questions this project will endeavor to answer</u>.

1. In the initial year of the pilot elementary guidance program what impact will the elementary guidance services have on the teachers' perceptions of the counselors' role as measured by an opinionaire scale?

2. In the initial year of the pilot program, did the counselor have a significant impact on the guidance advisory committee's perceptions of his role and functions?

3. Should the guidance advisory committee continue to function after the end of the first year of the pilot project?

4. How effective is the individual counseling of students?

5. How effective is group counseling with children who are identified as having learning or behavior problems?

6. To what degree will the guidance assistant be involved in parent-teacher conferences?

7. How will the counselor's in-service work with teachers be reflected in the use of guidance resources?

III. Project Description

A. The Project.

1. Elementary Guidance Services will be developed specifically for Brookpark Memorial Elementary School.

2. The formation of an elementary guidance advisory committee will be accomplished at the beginning of the school year.

3. Specific Functions

a. coordinate the group testing program including administration and interpretation of results.

b. develop in-service training for teachers in appropriate areas, such as: child study, test administration and interpretation and mental hygiene of teachers and pupils.

c. counsel pupils who are referred to the counselor for specific problems

d. coordinate the efforts of other pupil personnel services specialists within the school and community

e. consult with parents and staff about specific pupils who are in need of special help

4. Resources to be utilized.

a. Visitations to other school systems having elementary guidance counselors

b. Other specialists of Pupil Personnel Services (psychologists, nurses, guidance counselors, speech and hearing therapists, supervisors in reading, social science, art, music, attendance, audio-visual, and trades and industry.)

c. Contacts with social agencies (Family Services, Child Welfare, Children's Aid Society, Cleveland Guidance Center, Children's Services, etc.).

d. Educational Research Counsel of Greater Cleveland.

e. State Department Division of Guidance and Testing personnel.

B The Staff Involved in Proposed Project

1. Professional Staff

a. Project Director: Joseph Kornick, Coordinator of Pupil Personnel Services, will devote a portion of his time to the project in the capacity of project director.

b. The elementary guidance assistant will be under the direct supervision of the building Principal, Mr. Anthony Bilchik.

c. Mr. Dean Kelly, Assistant Superintendent of Instruction and Mrs. Ethel Van Akin, Coordinator of Elementary Education will act as consultants in the curriculum area.

d. The Elementary Guidance Assistant will be Mr. William Hansen, who has a Master's Degree plus 45 hours toward a Ph. D. in elementary school guidance at Ohio University (1963-65), two years of elementary teaching, four years of military service, and one year as elementary guidance counselor. Total salary: $8,255.50 and $949.38 for retirement.

2. Resource Personnel

a. Dr. Bertha Stroud, School Psychologist
b. Mrs. Mary Carter, School Nurse
c. Mr. Frank Houston, Speech and Hearing Therapist
d. Mr. James Brennan, Supervisor of Attendance and Safety
e. Mrs. Alice Britt, Reading Supervisor
f. Mr. John Whipple, Supervisor of Audio-Visual

3. Clerical and other

One secretary will be assigned to the project half-time (to be employed).

C. Materials:

1. Individual Tests

Durrell Reading Analysis
Informal Reading Test
Draw-A-Man

2. Group Tests - Ability

Lorge-Thorndike Intelligence Test (Grades 2 and 6)
Otis Alpha and Beta (As needed)

3. Group Tests - Achievement

   Metropolitan Reading Readiness - Kindergarten
   Stanford Achievement Tests (Grades 1 and 3)
   STEP - Reading - Grade 6

4. Student guidance materials for elementary level

   Vocational and Personal-Social Growth (to be selected)

5. Reference Materials (to be selected by counselor)

IV. Budget and Expenditures

		Budgeted	Expended
A.	Personnel Costs	$11,404.88	$12,955.08
B.	Testing Costs	530.55	413.36
C.	Consultative/Resource Staff	200.00	200.00
D.	Material Costs	200.00	196.43
E.	Total	$12,335.43	$13,764.87

CHAPTER II

DESCRIPTION OF GUIDANCE ACTIVITIES

Guidance services at the elementary level, designed for all children in grades kindergarten through six at Brookpark Memorial Elementary School, were developed in accordance with a particular philosophy. It was recognized that for the guidance assistant to work directly with all 1,650 children was unrealistic in terms of both personal contact with each child and time limitations. Therefore, the philosophy adopted was that the teacher, as the person working most closely with children on a continuous day-to-day basis, must of necessity be the key person in the team effort of providing effective guidance for every child. Within the framework of such a team approach, the guidance assistant best served the needs of every child by: (1) providing teachers, through the vehicles of in-service guidance meetings and individual consultative assistance, with the tools and techniques for effective and continuous guidance within the scope of everyday classroom experiences and activities; (2) serving as a consultant to teachers, administrators, and parents in special cases; (3) providing individual and group counseling services for those children in need of special attention and help; (4) sharing information with appropriate staff members on children referred for individual or group counseling through meaningful communication and records; (5) serving as a coordinative link between teachers, parents, and specialists such as the school psychologist, nurse, and speech therapist.

PLANNING CONFERENCES WITH PRINCIPAL AND COORDINATOR OF PUPIL PERSONNEL SERVICES.

Planning every pertinent phase of the pilot elementary guidance program was a shared responsibility of the Coordinator of Pupil Personnel Services, the elementary principal, and the guidance assistant. The basic planning evolved during the year the pilot project was in operation and was considered essential for two reasons. First, it provided for a more comprehensive program of coordinated guidance services. Second, it proved to be valuable in keeping all responsible parties informed as to the direction and progress of each phase of the total program.

During the 1966-67 school year, daily planning and information sharing conferences were held between the elementary principal and the guidance assistant; weekly conferences were held between the Coordinator of Pupil Personnel and the guidance assistant. A general description of the major elementary guidance activities which were developed and investigated as a result of these planning sessions are presented in the remainder of this section of the report.

INDIVIDUAL COUNSELING

As outlined below, plans were developed for inclusion of individual counseling as a part of the total program.

1. A referral form was developed whereby teachers referred pupils for individual counseling.

2. A form for reporting general impressions and results from individual counseling was developed to facilitate communication from the counselor to the teacher. This helped to provide counselor-teacher cooperation in working toward a team effort of assisting children to achieve better school adjustment.

3. Consultation between the teacher and the counselor concerning each child's progress and adjustment as a result of counseling was provided.

4. The permanent and cumulative records of each child referred for individual counseling were studied to provide pertinent information relative to the counseling process.

5. When appropriate, classroom or playground observations of each child were made by the counselor to provide information relative to the school environment.

6. Individual counseling sessions lasted from thirty to forty-five minutes. Counseling sessions were arranged with the classroom teacher in accordance with the most suitable time within the classroom schedule to prevent undue interruption of the ongoing educational program.

7. The elementary principal was kept informed of the children who were receiving individual counseling.

During the time the individual counseling program was in operation, a total of 106 children were individually counseled. Each child was seen approximately 4 times, making a total of 401 individual counseling sessions.

GROUP COUNSELING

Counseling with small groups of children from grades two through six was centered around the areas of (A) underachievement, and (B) aggressive behavior.

A. Underachievement

Underachievers were identified by the counselor on the basis of previous grades in comparison to measured ability and achievement as indicated from data contained on the permanent record. Before groups were formed, an evaluation of each child was made with the assistance of his teacher to ascertain if such children were presently underachieving and if there were additional children the teacher

wished to recommend for small group counseling. The total group of underachievers was twenty-two children.

Meeting time for group counseling was established in accordance with each teacher's schedule to provide the most convenient meeting time in order to keep at a minimum any interruption to the ongoing classroom educational program.

At the time the child was interviewed, the purposes of group counseling were explained, and each child was given the opportunity to participate in a group. Every child who was interviewed expressed interest in better achievement and agreed to be a member of a group.

Four groups were formed according to grade placement and chronological age. The smallest group consisted of four children and the largest group of seven children. A total of twenty-two children participated in group counseling for underachievement. Group sessions with the counselor were conducted once a week from January to May.

The initial meeting with each group was centered around abilities as interpreted from standardized test scores and effective study and work habits. The remaining meetings were devoted to sharing of personal concerns and suggestions for improvement by the group members.

B. Aggressive Behavior

During the school year, five groups of children were involved in group counseling centered around respect for the feelings and rights of others. Twenty-six children were referred to the counselor by either the children's teachers or the school principal. Five groups were formed based on grade and age of participants from grade

two to grade six. The smallest group was composed of four members and the largest group had six members. Group sessions were conducted once a week from January to May.

During these counseling sessions, social-interpersonal situations were presented in story form by the counselor. The groups then participated in role playing of the presented situations. A discussion of attitudes and feelings developed from the role-playing situations during which the children gained insight into the desirability of accepting and understanding other children as worthwhile members of the school society.

A total of 123 group counseling sessions were held with the nine groups involved in the two classifications of group counseling.

ORIENTATION

Orientation activities with students were concerned with (1) students transferring to Brookpark Memorial School during the school year, and (2) sixth-grade students entering the junior high school next year.

Forty-two students entering the elementary school during the year were oriented to their new school situation in terms of the curriculum, facilities and services available. Each child was then introduced to his class and classroom teacher.

The orientation of sixth-grade students entering junior high school was a joint endeavor between the guidance assistant, junior high school counselors and representatives from the seventh grade student body. Each sixth-grade student was asked to list the questions

they had relative to the junior high school program. The guidance assistant then visited each sixth-grade class to provide a general orientation in regard to the questions raised. In May, a sixth-grade assembly was arranged at which time the junior high school counselors and two seventh-grade representatives were introduced. The counselors and representatives gave a detailed description of the facilities, activities, program and services available at the junior high school. Two hundred and twenty-six sixth-grade students participated in the junior high school orientation program.

CLASSROOM PROJECTS ON THE WORLD OF WORK

Recognizing that children in the elementary school need to begin developing a broad aquaintance with the world of work as well as developing wholesome attitudes toward all kinds of jobs in the American society, three projects toward this end were initiated during the pilot program.

A large and attractive three-sided display board picturing people at work was constructed. In conjunction with the bulletin board, career pamphlets covering sixty different jobs were obtained from the New York Life Insurance Company. The display board and the pamphlets were made available to teachers in grades five and six. A display table was set up in each classroom and an introduction to the materials was made to the boys and girls.

The second project involved the use of the series of thirty-six "I Want To Be....." books by Greene. As this material arrived near the end of the school year it was used in only one third grade class and a special education class. The guidance assistant made a brief presentation to each class describing the books and talking about the world of work in general terms. Boys and girls were encouraged to investigate the occupation of their parents and discuss their reading about jobs with their parents. Children in both classes made extensive use of the books with some children reading all thirty-six books in the series.

The third project involved the use of the National Dairy Councils' book "What Can I Be from A to Z". Two hundred and fifty students books were obtained from the National Dairy Council and distributed to all second grade teachers. The teachers made use of these in conjunction with the social studies curriculum.

GROUP STANDARDIZED TESTS

The guidance assistant coordinated the group standardized testing program. One week prior to the actual administration of each standardized test, teachers at the appropriate grade levels met for in-service instruction. These in-service meetings were held to inform teachers of proper test administration, the purpose of the test, the testing schedule, etc.

At the conclusion of group testing, the guidance assistant was responsible for collecting the completed tests and forwarding them to the central office for processing. When the test results were returned, a presentation was made to teachers in order to apprise them of the results and to offer suggestions for curriculum emphasis in areas where weaknesses were noted.

The following group tests were used:

1. Lorge-Thorndike Intelligence Tests in grades two and six.
2. Stanford Achievement Tests in grades one and three.
3. Sequential Tests of Educational Progress-Reading in grade six.
4. Metropolitan Readiness Test in Kindergarten.

The number of students tested during the year at each grade level was as follows:

Kindergarten	203 boys and girls	Metropolitan Readiness
First Grade	231 boys and girls	Stanford Achievement
Second Grade	235 boys and girls	Lorge-Thorndike Intelligence
Third Grade	223 boys and girls	Stanford Achievement
Sixth Grade	180 boys and girls	Lorge-Thorndike Intelligence
	180 boys and girls	STEP Reading

In addition, make-up and auxiliary tests were administered to 173 children by the Guidance Assistant. Auxiliary tests were administered at the request of teachers. The Otis Alpha and Beta tests were used.

ELEMENTARY GUIDANCE ADVISORY COMMITTEE

An elementary guidance advisory committee was initiated during the 1966-67 school year.

The advisory committee included the following members:

1. The elementary guidance assistant as chairman
2. The building principal and the instructional assistant
3. An elementary school principal from another building within the school district
4. The school psychologist serving the building
5. The coordinator of pupil personnel
6. The coordinator of elementary education

7. Seven teachers, one representing each grade level from kindergarten through grade six. These teachers were selected from those volunteering to serve on the committee.

The function of this committee was to inform the staff of guidance services, to assist in developing guidance techniques for the building, to advise on evaluation methods, to serve as demonstration and guidance resource teachers at each grade level, and to act as a liaison between the faculty and the guidance assistant.

Specific functions performed by the guidance committee were:

1. Serving as resource study panel in conjection with an in-service faculty meeting concerned with the causal orientation approach to child study conducted by Dr. Ralph Ojemann, Director of Child Study - Greater Cleveland Educational Research Council.

2. Visitations to the Euclid School's elementary guidance program to gain ideas presented by recognized authorities in the area of elementary guidance.

3. Participation in the composition and distribution of a guidance folder containing pertinent guidance materials for each member of the school faculty.

4. Serving as resource teachers to convey various guidance techniques for classroom use to the staff.

5. The presentation by the seven teacher members of classroom guidance techniques such as socio-grams, autobiographies, anecdotal records, and a mental-health "mailbox" to the staff at an in-service faculty meeting.

IN-SERVICE GUIDANCE TRAINING MEETINGS

At each of the monthly general faculty meetings, a portion of time was allotted for elementary guidance orientation. On two occasions, outside resource persons were invited to discuss various phases of elementary guidance.

A number of small group in-service meetings were held with the faculty. These 46 in-service training meetings consisted of the following activities:

(1) administration and interpretation of standardized group intelligence and achievement tests; (2) sociometric techniques; (3) children's autiobiographies; (4) introductory phases of concepts and attitudes pertaining to the world of work; (5) teaching basic attitudes and ccncepts relative to the world of work as an integral part of the established curriculum; (6) anecdotal records; (7) meaningful parent-teacher confer (8) cumulative records; and (9) guidance reference material.

TEACHER-COUNSELOR CONSULTATIONS

In order to make guidance services for children at the elementary level meaningful, it was necessary for the counselor and teachers to have a means of communication. This was achieved through consultative meetings relative to the following six general areas:

1. Sharing and interpreting information on children obtained from school records and observations.

2. Providing assistance at the request of teachers for effective means of understanding and working with children.

3. Identifying, planning, and scheduling for group and individual counseling with children.

4. Planning guidance related classroom activities in the areas of various elementary guidance techniques.

5. Evaluating and reporting on pupil progress as a result of various elementary guidance activities.

6. Providing, at the request of teachers, assistance with referral to the nurse, psychologist or speech therapist.

Because of the varied time schedules of teachers in self-contained classrooms, no set schedule for consultative meetings was possible. Rather, it was based on need as requested by either the teachers or the counselor. Therefore, consultative meetings with teachers were held as time allowed either before or after school or

during the preparation periods teachers had when their classes were in gym, art, or music. A total of 403 such meetings were held with teachers. Meetings varied in length from fifteen to thirty minutes.

PARENT-CONFERENCES AND PARENT-TEACHER CONFERENCES

Conferences with parents of children who exhibited learning or social adjustment problems within the elementary school program were held with sixty-one parents during the course of the experimental program. The majority of conferences were initiated by the guidance assistant as a direct result of either individual counseling, group counseling, or observation of students. In addition, 189 telephone contacts were made with parents to obtain information, relay information or follow-up on plans for the growth of individual children.

Participation in Parent-Teacher conferences held with the guidance assistant were in no way intended to replace the regularly scheduled parent-teacher conferences conducted by each elementary teacher during the course of the school year. Rather, these three-way conferences were unique in that they provided an additional service to parents in cases beyond the scope of the regularly scheduled parent-teacher conferences. The guidance assistant participated in a total of sixty-seven parent-teacher conferences during the course of the elementary guidance program.

The following general plan was used during each conference: (1) pertinent aspects of the child's adjustment problem were

described to the parents in detail; (2) information from the child's school records was interpreted to parents in a meaningful way; (3) information relative to the child's out-of-school environment was obtained from the parents; (4) suggestions and recommendations were made to the parents; (5) when necessary, referral was made to other school specialists or appropriate community agencies.

COORDINATION WITH PSYCHOLOGIST, SPEECH THERAPIST AND NURSE

Brookpark Memorial Elementary School's pupil personnel team consisted of the services of a school psychologist on request, a speech therapist assigned two days per week and a school nurse assigned three half-days per week. The coordination activities with the pupil personnel team was the responsibility of the guidance assistant.

During the school year consultation and coordination with these specialists provided a means of sharing pertinent information about children.

Seventy such consultative and coordinating activities were accomplished with the school psychologist, fifty-four such meetings were held with the speech therapist, and thirty-two contacts were made with the school nurse.

In addition, the guidance assistant and teachers were involved in twenty-five case conferences with various members of the pupil personnel team.

RELATED GUIDANCE ACTIVITIES

During the course of the elementary guidance program, various activities relative to the total program were engaged in as follows:

1. Presentations of the Berea Schools elementary guidance program were made to the following groups:

a. Brookpark Memorial Parent Teachers Association
b. Kent State University Extension classes
c. Berea Lions Club
d. N.D.E.A. Elementary Guidance Institute at Ohio University
e. Berea Elementary Principals Meeting
f. Berea League of Women Voters
g. Parma guidance counselors
h. Berea guidance counselors.

2. Personnel from the Garfield Heights School system visited the Berea School System in order to obtain ideas relative to planning their elementary guidance program.

3. The community resources utilized during the 1966-67 school year included Boy Scouts, Big Brothers Organization, Family Services Association, Cleveland Hearing and Speech Center, and the initiation of the Y.M.C.A. Gra-Y program for boys in grades four through six.

4. Teacher lesson plans were reviewed throughout the school year and suggestions for use of guidance materials and techniques were made when appropriate.

5. The guidance assistant served as a discussion leader during a series of Reading Seminars for teachers conducted by the Berea City Schools.

6. Consultation and Coordination services were provided to the Cuyahoga County Probation Officer and the Berea City Schools Attendance Officer as needed.

7. The guidance assistant participated in an Amblyopia Screening program and assisted in coordination of the Kindergarten registration program conducted at the Brookpark Memorial School.

THE DAILY LOG

During the school year, the guidance assistant recorded all activities and personal contacts in a daily log. A summary of major activities and personal contacts is presented in the chart on page 20.

DATA ON SUMMARY

TABLE I NUMBER OF CONTACTS

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total
Individual Counseling	22	38	41	51	47	40	76	43	43	401
Group Counseling	0	0	0	2	26	32	33	21	9	123
Classroom Observations Children	12	16	7	1	2	0	8	2	2	50
Interpretation of Psychological Reports	24	10	6	0	1	0	0	1	2	44
Parent-Counselor Conferences	6	9	16	1	1	8	10	5	5	61
Parent-Teacher Conferences	3	8	9	9	7	12	9	4	6	67
Parent Contacts Telephone	11	31	25	19	14	23	23	12	31	189
Principal Conferences	21	20	14	19	25	27	23	10	27	186
Psychologist Conferences	12	10	5	6	5	4	5	6	17	70
Speech Therapist Conferences	14	8	3	1	7	4	6	3	8	54
Nurse Conferences	6	1	2	2	4	9	2	1	5	32
Coordinator Pupil Services Conferences	3	5	4	5	5	6	4	4	6	42
Consultation with Teachers	43	46	28	30	47	37	47	37	88	403
In-Service Meetings	11	3	7	4	4	4	3	6	6	48
Case Conferences	0	3	3	2	1	1	5	7	3	25
Orientation (new pupils)	3	13	5	1	5	7	0	5	3	42
Auxiliary Testing	2	8	27	4	32	4	17	36	43	173

CHAPTER III

EVALUATION OF PROJECT AND ANALYSIS OF DATA

The Pilot Elementary Project attempted to answer a number of specific questions. Various techniques and methods were utilized in an effort to evaluate the program and provide an adequate answer to the questions that were raised.

QUESTION ONE:

In the initial year of the elementary guidance program, what impact will the elementary guidance program have on the teachers' perceptions of the counselor's role as measured by an opinionaire scale?

Elementary Guidance Opinionaire

In an effort to provide data relative to question #1, a Likert-type opinionaire scale was adapted from an original instrument developed by Haines.[1] The original instrument consists of 95 items, is divided into ten categories, and requests teachers to indicate who they think should have the primary responsibilities in performing the activities that are listed. Teachers have the choice of indicating the following: Teacher, Counselor, Principal, Other Special Personnel, Activities Should Not Be Included.

The instrument used as part of the pilot project has 71 items (see appendix). The teachers were requested to indicate their opinions of each of the activities on the basis of the following scale: I Strongly Agree that this activity should be a responsibility primarily of the elementary guidance counselor; I Agree that this activity should be a responsibility primarily of the elementary guidance counselor; I Disagree that this activity should be a responsibility primarily of the elementary guidance counselor; I Strongly Disagree

---

1. Bill Haines, "A Study of the Role of the Counselor in the Elementary Schools of Ohio" (Unpublished Ph.D. dissertation, Dept of Education, Ohio University, 1964).

that this activity should be a responsibility primarily of the elementary guidance counselor. A one to four point scale was assigned to the responses with the most favorable response being given a rating of four.

A "before-after" single group design was used to determine whether the counselor had an impact on the teachers' perceptions of his role and functions. A total perception score was determined on both the pre-test and post-test. The Wilcoxon Matched-Pairs Signed-Ranks test was used to test the null hypothesis that there is no difference between the teachers' pre-test and post-test total perception scores. The following formula was used:

$$z = \frac{T - \frac{N(N-1)}{4}}{\sqrt{\frac{N(N-1)(2N+1)}{24}}}$$

The difference between the pre and post scores resulted in a z value of -3.21. A "z" of -3.21 indicates a "p" of .0007 level of significance. Since .0007 is beyond the .05 level of significance, the null hypothesis is rejected and the alternative selected which would indicate that the counselor did indeed have an impact on the teachers' perceptions of his role. It is felt that having an impact on teachers' perceptions is the first crucial step in acheving an effective guidance program for all children.

QUESTION TWO:

. Did the counselor have a significant impact on the guidance committee's perceptions of his role and functions?

The opinionaire scale was also used to answer question #2. The Mann-Whitney U Test was the test statistic used to test the null hypothesis that there is no significant difference between the total

perception score of the guidance advisory committee and other members of the staff who were not members of the committee. The following formula was used:

$$z = \frac{U - \mu_U}{\sigma_U}$$

Though a positive change favoring the guidance committee took place, the change was not significant. Perhaps more frequent meetings and involvement of the committee in the planning stages would have had a more profound effect on the committee's perceptions of the counselor's role.

QUESTION THREE:

Should the elementary guidance advisory committee continue to function after the end of the first year of the pilot project?

Based on experiences from the pilot project, the elementary guidance advisory committee should continue to function during the second year of the elementary guidance program for the following reasons:

1. The advisory committee provides a vital service through communication of the over-all goals of the guidance program to a large staff of fifty-two teachers.

2. Committee members serve as resource personnel by demonstrating to the staff the various guidance techniques appropriate for teacher use in self-contained classrooms.

3. The advisory committee serves as a liaison between the staff and the guidance assistant relative to the improvement of guidance services.

4. The effectiveness of the in-service guidance training program is enhanced by the cooperation of the advisory committee.

5. Involvement of administrative and supervisory personnel on the advisory committee provides guidelines for the expansion of elementary guidance services to elementary schools throughout the system.

Questions four and five were concerned with the effectiveness of the individual and group counseling services provided to children.

To determine answers to these questions, teachers who referred children for either individual or group counseling were requested to respond to the following evaluation instrument:

Evaluation of Individual or Group Counseling

Report on _____ Grade _____
Last (Child's Name) First

By _____
(Teacher's Name)

Counseling and Guidance was _____ individual _____ group

1. From your observation in the classroom, the results of counseling and guidance for this child indicate the following:

	Positive Change	No Change	Neg. Change
A. Social Adjustment (Participation in classroom activities; Works well with peers and teachers; etc.)	_____	_____	_____
B. Emotional Adjustment (Gives appropriate responses in classroom, playground, etc. Moody; immature; cries easily)	_____	_____	_____
C. Academic Adjustment (Achievement commensurate with known ability; completes assignments on time; improvement in grades)	_____	_____	_____

2. Were the Counseling and Guidance services provided to this child:	Adequate	Of Some Help	Of No Help
	_____	_____	_____
3. From your observation, has counseling for this child been of:	Great Assistance	Moderate Assistance	No Assistance
	_____	_____	_____
Would this child benefit from additional guidance and counseling next year?	Yes	No	
	_____	_____	

QUESTION FOUR:

How effective is individual counseling of students?

An analysis of data obtained from teachers on the one-hundred six students who participated in individual counseling indicated that the counseling program was successful in a majority of cases. The following data is presented to support this opinion:

1. In the areas of either social, emotional or academic adjustment, seventy-two students (68%) showed a positive change in adjustment, thirty-one students (29%) showed no appreciable change in adjustment, and three students (3%) showed a negative change in adjustment as a result of the individual counseling program.

2. Counseling and guidance services provided to individuals were considered adequate for twenty-eight students (27%); of some help for sixty-four students (60%); and of no appreciable help for fourteen students (13%).

3. Individual counseling was considered to be of great assistance for twenty-two students (20%); of moderate assistance for seventy-three students (70%); and of no assistance for eleven students (10%).

4. Teachers recommended that additional counseling would benefit ninety-four students (89%); and be of little or no appreciable benefit to twelve students (11%).

QUESTION FIVE:

How effective is group counseling with children who are identified as having learning or behavior problems?

An analysis of data obtained from teachers on the forty-six students who participated in the nine groups receiving counseling for either under-achievement or aggressive attitudes indicated that the group counseling program was successful in a majority of cases. The following data are presented to support this opinion:

1. In the areas of either social, emotional or academic adjustment, twenty-seven students (59%); showed a positive change in adjustment; eighteen students (40%); showed little or no appreciable change in adjustment; and one student (1%)

showed a negative change in adjustment as a result of the group counseling program.

2. Counseling and guidance services provided to groups were considered to be adequate for eleven students (24%); of some assistance for twenty-seven students (59%); and of no appreciable assistance for eight students (17%).
3. Group counseling was considered to be of great assistance for eight students (17%); of moderate assistance for thirty students (65%); and of no appreciable assistance for eight students (17%).
4. Teachers recommended that additional group counseling would benefit forty-two students (91%), and be of little or no benefit to four students (9%).

QUESTION SIX:

To what degree should the guidance assistant be involved in parent-teacher conferences?

The degree of involvement of the guidance assistant in parent-teacher conferences was obtained from the daily log. The number of parent-teacher-counselor conferences held during the year is presented in Table I.

Table I
Number of Parent-Teacher-Counselor Conferences
on a Monthly Basis

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	Total
3	8	9	9	7	12	9	4	6	67

A total of sixty-seven parent-teacher-counselor conferences were conducted during the school year.

An informal interview was conducted with teachers involved in these conferences as to the value of this service. All teachers

interviewed expressed the opinion that such three-way conferences were of definite value. The concensus of the teachers interviewed was that such three-way conferences should in no way replace the regular parent-teacher conferences. However, teachers considered these conferences to be helpful whenever assistance was required in interpreting learning and behavior difficulties and in making recommendations to parents for the improvement of their child's adjustment to the educational program.

QUESTION SEVEN:

How will the counselor's in-service work with teachers be reflected in the use of guidance resources?

At the conclusion of the school year, the following rating scale and summary of in-service activities were submitted to the staff in order to measure the extent to which they utilized twelve guidance resources during the year. The results are presented in Table II.

An examination of the data from Table II indicate that the teaching staff made greater use of guidance resources as a result of the in-service program. Therefore, it would seem that the teachers would become more involved in providing improved guidance services to all children.

The data suggests that in-service training should be intensified in the areas of parent conferences, autobiographies, the school nurse, the speech therapist and health records during the second year of the elementary guidance program.

RATING SCALE OF GUIDANCE RESOURCES

GRADE LEVEL TEACHING: _____ SEX: ____F ____M MARITAL STATUS: ___

YEARS TEACHING AT BROOKPARK MEMORIAL: _____

****

As a member of the Brookpark Memorial Elementary School staff during the period from September 1966 through May 1967, you experienced some of the in-service activities listed on the attached sheet.

We are interested in determining to what extent these experiences may have stimulated you to use the records, materials, techniques, or resources listed below. Using the rating scale, please indicate the degree of change you associate with your in-service experiences.

> "I believe I used the resources listed below to assist me in a better understanding of children in my classroom according to the following scale."

(5) Much More (4) More (3) No Change (2) Less (1) Much Less

****

RECORDS, TECHNIQUES, MATERIALS, & RESOURCES	Much More	More	No Change	Less	Much Less
1. Cumulative Records	5	4	3	2	1
2. Test Information	5	4	3	2	1
3. Parent Conferences	5	4	3	2	1
4. Health Records	5	4	3	2	1
5. School Nurse	5	4	3	2	1
6. Speech Therapist	5	4	3	2	1
7. School Psychologist	5	4	3	2	1
8. Occupational Literature	5	4	3	2	1
9. Guidance Reference Materials	5	4	3	2	1
10. Autobiographies	5	4	3	2	1
11. Sociograms	5	4	3	2	1
12. Anecdotal Records	5	4	3	2	1

BROOKPARK ELEMENTARY SCHOOL - GUIDANCE PROGRAM

SUMMARY OF IN-SERVICE ACTIVITIES
1966-67

1. Follow-up on psychologist's recommendations.
2. Class Analysis Profile using testing results.
3. Dr. DiBiasio - An overview of guidance services.
4. Dr. Lifton - Euclid Elementary Guidance Meeting.
5. Assistance in referring children to the:
   psychologist, nurse, speech therapist.
6. Standardized Group Testing - administration and interpretation.
7. Assistance in understanding children through the use of:
   sociograms, autobiographies, anecdotal records.
8. Assistance with parent conferences.
9. Orientation - Grade 6 to 7.
10. Orientation - from home to kindergarten.
11. Dr. Ojemann - Causal approach to behavior.
12. Guidance Folder.
13. Dr. Herman Peters - Euclid Elementary Guidance Meeting.
14. Mental Health Mailbox.
15. World of work information.
16. Guidance referral procedures.
17. Case conferences.
18. Students in group counseling.
19. Dr. Weaver and Mr. Sheley - State Dept. of Education.
20. Lesson plan comments.

TABLE II

SUMMARY OF TEACHER RESPONSES PERTAINING TO USE OF GUIDANCE RESOURCES

Resource	PERCENT OF STAFF INDICATING AN INCREASED USE OF RESOURCES
Guidance Reference Materials	72%
Test Information	50%
Anecdotal Records	47%
Sociograms	45%
Cumulative Records	45%
Occupational Literature	41%
School Psychological Services	40%
Parent Conferences	36%
Autobiographies	36%
School Nurse	34%
Speech Therapist	30%
Health Records	15%

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

The pilot elementary guidance program conducted at Brookpark Memorial Elementary School during the 1966-67 school year was designed to accomplish two purposes. First, it was designed to establish a meaningful guidance program feasible for a student population of 1,650, through the investigation and implementation of various guidance services. These services are described in Chapter Two. The second purpose was to establish appropriate guidelines for the continuation and improvement of the program during the second phase of the project during the 1967-68 school year.

The following conclusions and recommendations are based on the experiences and evaluations gained during the first year of the pilot project.

1. Conclusion: Individual counseling with students was found to be of value in assisting students towards achieving a better school adjustment.

Recommendations; The individual counseling program should continue to be a vital part of the over-all guidance services provided to children. The initial identification and referral of students for this service should continue to be the responsibility of the classroom teacher. Referral for counseling should continue to be made on the appropriate form by the classroom teacher. Final selection and scheduling of students for individual counseling should be the responsibility of the guidance assistant.

II. Conclusion: Group counseling with small groups of four to eight students with similar problems or concerns was found to be of value in assisting students towards achieving a better school adjustment.

Recommendation: Group counseling should continue to be a part of the guidance services provided to students. Identification and referral of students for this service should be primarily the responsibility of the classroom teacher. Final selection and scheduling of students for group counseling should be the joint responsibility of the teachers and the guidance assistant. Group counseling should probably be limited to students identified as either underachievers or students exhibiting aggressive behaviors within the school environment. It is recommended that the composition of groups will be on the basis of similar problems and chronological age of students.

III. Conclusion: Consultation and coordination between teachers and the guidance assistant in regard to children involved in either individual or group counseling was found to be an essential aspect of the team approach.

Recommendations: Consultation with teachers should be continued and improved. It is suggested that an appropriate form be devised to keep teachers informed of the progress of pupils, and the scheduling for continued counseling.. Scheduling periodic meetings with teachers to assess progress, make recommendations and evaluate the adequacy of such recommendations should be the responsibility of the guidance assistant. Teachers may wish additional meetings as the need arises. Reports of such consultative meetings should be recorded and filed in the student's' guidance folder.

IV. Conclusion: Coordination of the standardized group testing program, psychological services, speech and hearing therapy services, and the school health program proved to be essential in making these services a meaningful part of the total guidance program.

Recommendation: The coordination of the above services and programs should be continued and improved. Psychological referrals should be a joint responsibility of the teacher, principal and guidance assistant. Psychological reports and recommendations should be interpreted to the teachers by the guidance assistant. Scheduling of speech therapy classes and hearing tests should be the joint responsibility of the speech and hearing therapist and the guidance assistant. Apprising teachers of students with health problems should be the joint responsibility of the school nurse and the guidance assistant. When needed, case conferences on students should be conducted by the guidance assistant with pupil personnel specialists, classroom teachers, and principal.

V. Conclusion: Parent-teacher-counselor conferences were found to be valuable in helping the parents, teachers and counselor obtain a better understanding of the student.

Recommendation: Parent-teacher-counselor conferences should continue to be a part of the guidance program. Such three-way conferences should not replace the regular parent-teacher conferences, but should be used in those cases where teachers request the assistance of the guidance assistant. Planning and scheduling of three-way conferences should be a joint responsibility of the teacher and guidance assistant. Reports of these conferences should be made and filed in the student's cummulative record.

VI. Conclusion: Guidance in-service training proved to be valuable in promoting the use of guidance resources and techniques.

Recommendation: The guidance in-service training program should be expanded and improved. The guidance assistant should provide the leadership for in-service activities. The elementary

guidance committee should play a major role in assisting the guidance counselor in developing and planning the in-service programs. In some cases, it is recommended that the guidance committee assist in presenting appropriate guidance techniques to groups of teachers. In-service training activities should include standardized test administration orientation, interpretation of group test results, the use of cumulative records, permanent records, autobiographies, anecdotal records, sociometrics, and materials relative to the introduction of children to the world of work.

VII. Conclusion: The elementary guidance advisory committee was found to be essential to the success of the pilot project.

Recommendation: The elementary guidance advisory committee should continue to function during the second year of the project. It is recommended that the committee be composed of one teacher from each grade-level, kindergarten through six, and supervisory and administrative personnel. It would be wise to have the committee function as a communication liaison with the faculty, assist in planning the in-service training program, and provide recommendations for evaluation of the total program. The guidance assistant should schedule monthly meetings of the committee and serve as its chairman.

VIII. Conclusion: The daily log of activities maintained by the counselor proved valuable in keeping the building principal informed of the guidance activities and persons contacted. The log also provided a means of assessing the balance of various guidance activities.

Recommendation: The daily log should continue to be used in the second year of the program. It is suggested that the daily log be shared with the building principal as a means of communicating the development of the guidance program. The log should be reviewed monthly in order to ascertain the degree of counselor involvement in the various guidance activities.

APPENDIX

ELEMENTARY GUIDANCE OPINIONAIRE

1. Have an individual conference with each new child transferring into the school during the year.
2. Take pupils new to the school on a tour of the school plant.
3. In the Spring, prepare students for the next higher grade or school, by group discussion and visits.
4. In the fall, conduct class discussions on school purposes, rules, facilities and staff members.
5. Arrange "get acquainted" activities for students.
6. Meet with parent groups to acquaint them with the various aspects of the school program.
7. Plan and coordinate the school orientation program.
8. Provide in-service education for staff regarding orientation services.
9. Conduct case studies of children presenting special learning or adjustment problems.
10. Administer sociometric inventories to get additional peer adjustment information.
11. Summarize and interpret the sociometric results and develop plans to facilitate peer adjustment.
12. Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices.
13. Periodically make observations and write anecdotal records on children selected for study.
14. Conduct an in-service education program for the staff in the area of pupil appraisal.
15. Visit the home of pupils presenting special problems.
16. Involve pupils in self-appraisal activities so they may better know their own strong and weak points.
17. Administer school ability group tests (I.Q.)
18. Interpret to each individual pupil his school ability group test.
19. Administer group achievement tests.
20. Discuss with the class the meaning of group achievement test results.
21. Interpret to each individual pupil his group achievement test results.

22. Discuss with groups of parents the meaning of achievement test results.

23. Interpret to individual parents their child's group achievement test results.

24. Analyzing the instructional implications of the ability and achievement test results.

25. Use the group test results for diagnostic purposes (identifying students who are not working up to ability, ones who are in need of enrichment or special help, ones working below grade level work).

26. Coordinate and plan the school's testing program.

27. Conduct in-service education for staff regarding the standardized testing program.

28. Test new pupils transferring to the school without adequate ability and achievement test results.

29. Analyze cumulative record information to better understand the child.

30. Conduct in-service education for staff regarding the effective use of school records.

31. Evaluate instructional materials regarding the picture they give children concerning the world of work.

32. Plan activities (discussions, field trips) to stimulate interest in the world of work.

33. Help children develop the attitude that all honest occupations are worthy of respect.

34. Develop and teach a unit on the world of work.

35. Teach children methods for effective studying.

36. Develop and teach a unit on "How to Study."

37. Obtain and show guidance films and discuss them with the class.

38. Discuss with groups their future educational plans.

40. Develop a self-appraisal unit which students could complete prior to talking about their future goals.

41. Provide individual conferences in which students might discuss their future goals and plans.

42. Identify and refer children to the school nurse.

43. Identify and refer children to the speech therapist.

44. Identify and refer children to the school psychologist.

45. Identify and refer children for psychiatric help.

46. Identify and refer children to community agencies.

47. Recommend children to be screened to special classes for the gifted or slow learners.

48. Screen children for special classes by individual testing - (Stanford-Binet).

49. Discuss referral sources and procedures with the staff.

50. Help children who are not doing well to develop effective subject matter skills.

51. Have an individual conference with the children who are not achieving as they should.

52. Meet with small groups of children on a regular basis who present attendance, behavior, or learning problems.

53. Develop and teach units on social and emotional adjustment.

54. Schedule and conduct class sessions in which the children may express their feelings about matters concerning them.

55. Plan sessions to help the children to better understand and cope with their emotions.

56. Develop a mental health unit in which children discuss or write about their fears, their angers, and their problems.

57. Conduct an in-service education program for staff members regarding mental health in the classroom.

58. Provide individual counseling on a continuing basis for those children presenting learning or adjustment difficulties.

59. Do diagnostic work with children presenting problems.

60. Obtain guidance materials and films for the teacher.

61. Assist the teacher in the appraisal of students.

62. Help the teacher cope with children who present learning or adjustment problems.

63. Make recommendations for curriculum change.

64. Arrange parent conferences to discuss the academic progress and adjustment of the child in school.

65. Arrange parent conferences to discuss the child who exhibits social and emotional problems in school.

66. Arrange parent conferences to discuss a home or family problem which is affecting the child's school adjustment.

67. Arrange parent conferences to discuss a child's needing help in terms of special class or agency referral.

68. Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment.

69. Meet with small groups of parents on a regular basis when they have children with similar problems and the parents wish help.

70. Provide leadership in evaluating guidance services.

71. Conduct research regarding guidance services.

BROOKPARK MEMORIAL ELEMENTARY SCHOOL

REQUEST FOR GUIDANCE SERVICES

Referral Date _____ Referred by _____

Pupil's Name _____ Birthdate _____
(last) (first)

Grade: _____ Room _____ Teacher _____

Address _____ Phone Number _____
(Street Address) (City and Zone)

Father's Name _____ Occupation _____ Bus. Phone ____

Mother's Name _____ Occupation _____ Bus. Phone ____

Pupil presently lives with _____ Relationship _____
(Guardian, step, foster, etc.)

Siblings (Names and ages) 1._____ 2._____

3._____ 4._____ 5._____ 6._____

7._____ 8._____ 9._____ 10._____

Date entered Berea Schools: _____ Grade(s) repeated _____

Previous schools attended (inside and outside Berea Schools) _____

Reason for Referral:

Nature of the Child's Problem: (Please indicate the nature of the child's problem and the reason for referral. Please give specific examples of behavior or disabilities which require study. Use back of sheet, if necessary.)

Intelligence & Achievement: (Please complete the attached stanine chart using the most recent individual or group intelligence and achievement test results)

How does daily work compare with the intelligence and achievement test results?

____Below expected level ____At expected level ____Above expected level

Outstanding Abilities and/or Interests:

Academic Weaknesses:

What is the Parents' attitude?

Do you have any information regarding child's home life? If yes, please specify.

Physical disabilities or health problem:

Past or Present Therapy? (Psychological, psychiatric, speech and hearing, physical, etc.

Please attach hearing check report.

What is the desired goal of counseling for this child?

_____
Teacher's Signature

Principal's Comments:

Service Requested:

_____In regular sequence

_____High Priority

_____
Principal's Signature

Date_____

STANFORD ACHIEVEMENT TESTS

STANINE PROFILE

Name_____ Date_____

School_____ Grade_____

Stanine	Classification	Percentile Band	National Per Cent	Scholastic Ability			Vocabulary	Word Reading or Meaning	Paragraph Meaning	Spelling	Word Study Skills	Language	Science and Social Studies	Arithmetic Computations	Arithmetic Concepts	Arithmetic Applications	Social Studies	Science
9	Superior	96-100	4%															
8	Above Average	89-95	7%															
7	Above Average	77-88	12%															
6	Average	60-76	17%															
5	Average	40-59	20%															
4	Average	23-39	17%															
3	Below Average	11-22	12%															
2	Below Average	4-10	7%															
1	Poor	3-0	4%															

Scores on each test given have been converted into stanine steps, ranging from "9" which is a superior classification to "1" which is poor. The per cent of the national population, the classification, and the percentile band are given for each stanine at the left of the chart.

Let us consider an example: A student who placed in stanine "6" on a reading test, ranked in the upper average classification. The percentile band for stanine "6" is 60-76 which means that 60 per cent of the pupils earned lower scores and 23% (100 minus 77 = 23) earned higher scores than the above student. 23% (stanines 7, 8, 9) of the national group achieved at a higher level.

BROOKPARK MEMORIAL SCHOOL

CHILD OBSERVATION

NAME

Room -
Grade/Section -
Teacher -
Date/Time -
Activity -

OBSERVATION

COUNSELOR'S COMMENTS

Follow-up Report on Individual Counseling

_____ _____
(Child's Name) (Date)

_____ _____
(Teacher's Name) (Room)

Reason for Referral:

Comments And Action Taken:

Follow-up:

This report is CONFIDENTIAL. Read, initial and return to counselors office.
Principal _____
Teacher _____
Counselor _____

COUNSELING FEED-BACK:

FROM: W. T. HANSEN

TO:_____ DATE_____

GRADE_____

ROOM_____

_____ was seen this date for:

☐ Individual counseling.

☐ Group counseling.

RECOMMENDATIONS:

☐ Satisfactory progress at this time.

☐ Continue counseling. The next appointment is scheduled for: _____ AT_____

☐ Please schedule an appointment at your earliest convenience to discuss this case.

☐ Other:

(please retain for your file)

BROOKPARK MEMORIAL ELEMENTARY SCHOOL

GUIDANCE CONFERENCE RECORD

Pupil's Name_____Room_____Grade_____

Teacher's Name_____Date_____

Type of Conference: Personal - Telephone - Letter

Participating in Conference: Mother - Father - Child - Principal - Teacher

Points to be discussed by Guidance Counselor:

1. 4.

2. 5.

3. 6.

Parents reactions:

Recommendations:

Follow-up:

Date_____

DAILY LOG
of
COUNSELOR'S ACTIVITIES

Time	Activity	Contact